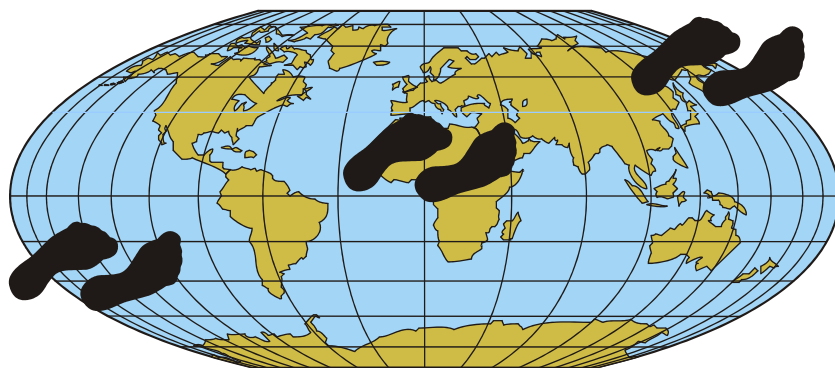


First Step Español

Teacher Lesson Guide



ETV
Instructional Television
South Carolina Department of Education



First Step Español

Teacher's Lesson Guide

*Take a step across the ocean,
Take the first step over the sea.
The Spanish people everywhere
wait for you and me.*

*But how do we understand them?
How do we know what they say?
They speak another language,
Have different customs and days.
But still they're just like we are
whether young or old.
The first step to understanding is...
the First Step Español*

First Step Español

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First Step Español **Teacher Guide**

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Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **First Step Español** is exposure to the Spanish language, the major portion of the ten video lessons is totally in Spanish. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the First Step series and to maximize your student's learning. Teaching and learning a second language can and should be fun for everyone involved. **First Step Español** can help you meet this challenge.

Introduction to First Step Español

¿Sabes hablar español? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to be exposed to a second language as early as possible using new and exciting teaching methods.

What is First Step Español?

First Step Español is an introductory course for young students in Spanish. The ten video lessons were designed to make learning Spanish fun as a group of children learn Spanish from their neighbor who has just moved from Ecuador, South America. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks Spanish to the children as she teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are an integral part of each lesson.

What are the Program Components?

Ten Fifteen-Minute Video Lessons

First Step Español Again Video Lessons

Teacher's Lesson Guide

Audio Cassette of Vocabulary and Songs

Who can use First Step Español?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak Spanish or have experience in any foreign language instruction to use this video series. It was developed specifically for schools which would not be able to offer an elementary foreign language in any other way.

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review or as an introduction in such classes.

Why should I use First Step Español?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign language training. Instructional television is an equitable and readily available delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They

present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **First Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center which allows a balance among the basic goals of culture, subject content and language-in-use. The content-based approach draws from and reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communication contexts that carry significance to the student. Culture is integrated into all learning.

How is language taught in First Step Español?

In keeping with widely accepted elementary foreign language guidelines, target language instruction will be consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the vocabulary is not necessary at this stage of language acquisition. Students hear the language spoken, then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching her native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, classroom scenes with children using the language, graphics, and repetition/review sequences. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary in most lessons. At the end of each lesson, students are given the opportunity to repeat the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, as appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum. The activities will be in keeping with the national standards and FLES programs.

Curriculum Overview

Goal: The goal of the **First Step Elementary Foreign Language Program** is to make the students' first exposure to a second language an exciting experience for both the students and their teacher. Exposure to the language is the major purpose of the lessons.

Lesson Titles and Topics Covered

Lesson 1...***Buenos Días***

General greetings and responses, people and family

Lesson 2...***Welcome to my home***

House (rooms and furniture)

Numbers and colors in context

Lesson 3...***Shopping at the grocery store***

Food (fruits and vegetables)

Numbers and colors in context

Meals in Spanish-speaking countries

Lesson 4...***Going to the doctor***

Parts of the body

Lesson 5...***Shopping at the department store***

Review body parts with items of clothes

Clothing

Lesson 6...***Visiting the farm***

Farm animals and pets

Lesson 7...***Visiting in the school***

School items, classes

Lesson 8...***Walking through the community***

Buildings and people seen in community

Lesson 9...***Celebrating holidays***

Calendar and weather, holidays and customs

Lesson 10...***A birthday picnic***

Nature, sports, people seen in park, birthday

First Step Español Program Components

Introduction to the Program Components

First Step Español Video Lessons

Ten fifteen-minute video lessons that were designed to teach specific vocabulary words in context while allowing viewers to hear the language being spoken. There are review segments and songs used to extend the understanding of the emphasized vocabulary words.

First Step Español Again Video Lessons

These 10 to 14-minute video lessons are designed to be used for review by teachers who are not comfortable with the language and feel they need a little extra assistance with follow-up activities. These lessons were taped with a foreign language teacher who uses a mixture of Spanish and English in the review and follow-up. After these short review lessons, the classroom teacher can continue with activities suggested in the lesson guide.

Teacher's Lesson Guide

The Teacher's Lesson Guide is a critical component of the entire program. There are suggestion for introductory activities before viewing the video lesson, a description of the video lesson, follow-up activities for after viewing the video lesson, and supplemental activities. Suggestions for use of the other program components are also included.

Audio Cassettes of Vocabulary and Songs

Audio tapes will be available to provide extra opportunities to listen to and to practice vocabulary words and sentences. The songs used in the programs will also be included. These tapes will be suggested for before and after viewing activities.

Using the Program Components

In order to use the program components, teachers and students should understand the meaning of the following:

Whenever the footsteps are seen this means that the students should repeat what has been said. SEE FEET, REPEAT.

Teaching a Foreign Language in a Regular Elementary Classroom Setting

Foreign language teachers in the elementary school are trained to teach languages in a specific way as recommended by the Teachers of Foreign Languages, State Curriculum Frameworks and National Standards for the Teaching of Elementary Foreign Languages. This is certainly the best way to present language instruction, but unfortunately everyone is not now able to provide this type of instruction. As a non-trained foreign language teacher and a non-speaker of the language, you will need to adapt some of the recommended methods for use in your classroom.

Suggestions Adapted for the Regular Classroom

1. Listening to the Target Language...Language Listening Center

In EFL classes there is a time when only the target language is spoken. This change in languages is indicated by the turn of a sign or the display of a flag. Provide opportunities for your students to listen to the target language and to practice speaking the language whenever possible. A language center or table with a tape recorder equipped with listening stations would provide such opportunities. Decorate the language center with flags and pictures from the country. The First Step Audio Cassette Tape, purchased audio tapes of stories in the target language, or tapes made by a parent or other native speaker could be used in this center.

2. Experience the Target Language...Video Tapes in the Language

Show video tapes of simple stories or songs with the audio track in the target language (such as those from the **Lyric Language** series offered by some instructional television stations). These are also available from educational stores and foreign language instructional materials catalogues. Be careful of violating copyright laws by showing video tapes which do not have classroom performance rights. It is always best to purchase videotapes from companies which can supply such rights.

3. Share Cultural Experiences...Visitors, Field Trips, Travel Videos

Share cultural experiences by inviting visitors to the class who have traveled to the country, can speak the language, can tell stories, or do crafts related to the country. There may be a restaurant or grocery store associated with that country near your school you could visit. Cook meals from the country. The music and art teacher in your school can do music and art activities related to the country. Travel agencies may have videos and other materials about the country they would share with your class.

4. Practice the Target Language...Use High School Language Students As Tutors for Your Students

Work with your local high school's or college's foreign language department to create a partnership with your class and second or third year language students. These students could provide your students with a valuable learning opportunity while providing the older students an opportunity to practice their use of the language. If the middle or high school in your area has a foreign language day, then your students could visit or the older students could bring an abbreviated version of the day's activities to your class.

5. Use Other Multimedia Resources To Extend Learning

The Internet would provide valuable opportunities for your students to experience the language and culture of countries that speak your target language. You would want to select appropriate sites from larger cities' tourist bureaus, businesses, newspapers, etc. and bookmark them for use by students. Since you are not experienced in the language, you will need to be extremely careful about the sites you select. Bookmarking the sites will help ensure that students only visit appropriate sites.

6. Celebrate Holidays

Celebrate national holidays of countries which speak your target language. Make these special events that the students will look forward to and will enjoy. Be sure the students understand why and how these days are celebrated.

7. Study National Heroes of Spanish-speaking Countries

Study national heroes of Spanish-speaking countries as a part of the holiday celebrations, if appropriate. As you do science, social studies, art, music and sports emphasize people in these areas from your focal countries. Look for information on current political leaders, sports figures, writers, musicians, and artists from Spanish-speaking countries in magazines and newspapers.

8. Imaginary Field Trips

Let the students plan imaginary field trips to Spanish-speaking countries. Travel books and videos, as well as library materials could provide students with a source of information about places to see and visit. Use a map to show where the country is, to determine where to travel in the country and how long it will take to travel to the country and within the country.

9. Pen pals

Correspond with students from other countries, preferably students from bilingual schools.

Using First Step Español

General Introduction to First Step Español

1. We're Learning Spanish Together.

Explain that you and your students are going to be learning something together - you are going to be learning a second language. Learning another language other than your native language (the language you learned to speak as a baby and use most often) is just learning another way to say things. Most of the time when a teacher teaches he/she knows the information being taught. Tell them that you do not know Spanish, that you studied Spanish in high school and/or college, or whatever is appropriate for you. Since this is something that you and the students are learning together, you all are going to have to help each other.

2. Why Learn A Second Language Early?

Tell them that language experts think it is better to learn a second language as early as possible. Talk about how babies learn to speak their native language (they hear the language; they begin making sounds then say words; they start using the words correctly and then use them in sentences; they are continuously learning new words and ways to use words together in phrases, sentences, paragraphs, etc.; and finally they learn to read and write the words, phrases, sentences, paragraphs, etc. This is the way we are going to learn Spanish.

3. Do Any Students Speak Another Language?

Do any of your students speak another language (not just know a few words)? How did they learn this language? Do their parents, grandparents or other relatives speak another language at home? Ask them to visit your class.

4. Why Learn Another Language?

Discuss why it is important to learn another language. Show a map of the world and point out all of the countries in which Spanish is the native language. Do any of your students know someone whose first language is Spanish? Have they seen signs in both English and Spanish? These questions will be more appropriate for some locales than in others. Adapt these questions as necessary.

5. Introduce The Series

Introduce **First Step Español** and the different components that you will be using. Explain that you will be watching ten video lessons which will provide most of the initial instruction. From the video lessons, you and the students will learn Spanish words and about the culture of Spanish-speaking countries. In the programs, Señora Carnes is teaching some of the children in her neighborhood to speak her native language, but she is speaking to them only in Spanish. She uses the language in such a way that the neighbor children and the viewers understand what she is saying, even if they do not understand all of the words. Explain that they will get many different opportunities to practice the language in the **First Step Español Again video lessons**, the audio cassette tapes and CD ROM.

6. Make Learning Fun

Emphasize that learning a second language is just another way of saying the same things they say everyday. Make this an enjoyable experience for your students. Learning Spanish with **First Step Español** is going to be FUN.

Continuing Suggestions for First Step Español

1. Show your interest and enthusiasm...Be involved in the learning

Be involved in the language instruction yourself. Do not turn on the video lessons and leave the room or grade papers. Be an active participant. Admit that you do not know the language and that you will be learning it with the students. They will love learning something with you. Show your interest and enthusiasm for the language. Let the students know that you are practicing the language and learning with them. It will be a worthwhile experience for everyone.

2. Provide continual language practice

Provide your students with continual practice with the language. Learning a language is not something that is done once or twice a week and forgotten until the next class time. Use the audio tape to review the vocabulary and listen to the songs whenever a spare minute exists. Make this a regular practice while washing hands for lunch, while getting books together at the end of the day, or at any other available time. Play games with the vocabulary words.

3. Display vocabulary words wherever possible

Display words in the target language throughout your classroom and possibly the entire school. The words for numbers, colors, seasons, months, days of the week, etc. are usually displayed in English as students learn to read and write these words. Add the Spanish word for each as they are used.

4. Praise the children in Spanish

Praise the children in Spanish, say *Muy bien* (Very good) or *Excelente* (excellent). School supply stores have praise stickers in Spanish. Use these on good papers done as part of non-Spanish work. A "*Muy bien*" sticker on a math paper will surely create interest at home and will be a source of pride when the student can tell their parents what the words mean.

5. Use Spanish words whenever possible.

Buenos Días or *Hola* could be used some mornings as children enter, *Hasta Luego* could be used when they leave. Make it a habit to use *sí* (yes), *no* (no), *gracias* (thank you), *por favor* (please), *perdón* (pardon), and *de nada* (you're welcome) as much as possible. Mixing languages is not encouraged, but the use of these polite words can be used as stand alone comments. Count in Spanish. Use the language as you and your students learn it. Praise students as they use Spanish more frequently.

Lesson 1

Buenos Días

(Introduction, Greeting Situations, the Family)

Objectives

1. To motivate the students to learn Spanish
2. To learn words of introduction and greetings
3. To learn expressions related to members of the family
4. To learn about the way Spanish-speaking people greet each other
5. To learn in what countries Spanish is spoken

Vocabulary

Good Morning	Buenos Dias
Hello	Hola
Good Bye	Hasta Luego/Ciao
Mr.	Señor
Mrs.	Señora
Miss	Señorita
What is your name?	¿Cómo te llamas?
My name is...	Me llamo...
Nice to meet you	Mucho gusto
Yes	Sí
No	No
Please	Por favor
Yes, please	Sí, por favor
Excuse me	Perdón, Permiso
Thank you	Gracias
You're welcome	De nada
How are you?	¿Cómo estás?
Very well	Muy bien
So, so	Así, así
Not well	Mal
The family	La familia
Mom	la mamá
Dad	el papá
Brother	el hermano (los hermanos)
Sister	la hermana (las hermanas)
Grandfather	el abuelo (los abuelos)
Grandmother	la abuela (las abuelas)
Boy	el niño (los niños)
Girl	la niña (las niñas)
South America	Sudamérica

Culture

Spanish is the major language in 20 different countries around the world. Español began in Spain (*España*). Señora Carnes is from South America (*Sudamérica*). In Central and South America, Spanish is spoken in the Caribbean (*El Caribe*), Cuba, Puerto Rico, the Dominican Republic, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Paraguay, Uruguay, and Mexico.

Names in Spanish-speaking countries are different from names in English-speaking countries.

Friends in Spanish-speaking countries usually greet each other by kissing each other on the cheek.

Information for the Teacher Only

(This is background information for teachers only. Not to be used as “mini-lessons” for students.)

1. The letter h, as in *Hola*, is always silent
2. The names of languages, such as *español*, are not capitalized except at the beginning of a sentence.
3. Masculine nouns usually end with an -o and is preceded by the definite article *el* (the). *Los* is the definite article use with plural masculine nouns.
4. Feminine nouns usually end with an -a and is preceded by the definite article *la* (the). *Las* is the definite article use with plural feminine nouns
5. There is a formal and a familiar expression when using the word “you”. The formal “you” is “*usted*” and is used when addressing older people and people who are in authority as a sign of respect. Students should use this with teachers.
6. The familiar “you” is “*tú*” and is used when addressing family members, friends and colleagues. Students should use this with each other.
7. The letter ll, as in *me llamo*, has the sound of y in English, such as in yes and you.
8. A special punctuation is used at the beginning of a question (¿ or upside down question mark) or exclamation (¡ or upside down exclamation mark) along with the regular mark at the end of the question or exclamation.

Before Viewing the Video Lesson

1. Do the general introductory activities for the series (pages 7 and 8) if you have not already done so.
2. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the language being used is very important and that only certain words and phrases will be learned from the program. Today's program introduces Señora Carnes and the neighborhood children who are leaning Spanish.
3. Role play an introductory situation in English with your students. "Hello, my name is _____. What is your name? My name is _____. Nice to meet you _____. How are you? Very well, thank you. Good bye". Explain that the children on the program and your students will learn introductions, greeting and family names from today's program. Tell them to watch for these words.
4. Listen to the audiocassette tape of lesson 1 vocabulary words. Explain that some of these are the same words they used in activity #3. Encourage students to use the words in new situations. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson (For teachers only.)

At a neighborhood party some children ask Axa Carnes to teach them Spanish. She agrees and tells them to come to her house the next day to start. When they arrive she speaks only Spanish to them.

Señora Carnes tells them her family lives in Ecuador on the continent of South America. It is a very small country on the Pacific Ocean.

As she shows them pictures of her family (*la familia*), she tells them who the people are and teaches the words for family members. Her mother (*la mamá*) and father (*el papá*) are in her wedding picture. Her two sisters (*las hermanas*) are in a picture with her at her sister's wedding. She and one sister are *Señoras* because they are married but the other sister is a *Señorita* because she is not married. She also has one brother (*el hermano*) who is a *Señor*. She asks the children if they have brothers or sisters. There is also a picture of her grandmother (*la abuela*) and grandfather (*el abuelo*) at their wedding.

Kevin says he is Señor Kevin. Señora Carnes explains that a *señor* is big and that Kevin is a boy (*el niño*). Grayson and Biaca are girls (*las niñas*).

Review Sequence	<i>la niña, el niño, la mamá, el papá, la abuela, el abuelo, señora, señorita, señora...el hermano/los hermanos, la hermana/ las hermanas, la hermana, el hermano/los hermanos</i>
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Señora Carnes is bringing cookies for the children and Grayson asks what you say if you are meeting someone for the first time. They do an introduction and greeting sequence. Hello, my name is Axa Carnes (*Hola, Me llamo Axa Carnes*), what is your name (*¿Cómo te llamas?*). My name is Grayson (*Me llamo Grayson*). Nice to meet you (*Mucho gusto*). She kisses her on the cheek as part of the greeting. She greets the other two children and then asks Bianca, How are you? (*¿Cómo estás?*) - Very well (*muy bien*), So so (*Así, así*) or Not well (*Mal*). All of the children respond. Kevin is not well (*Mal*) because he is hungry and wants some cookies.

Song	<i>Buenos Días, Buenos Días, Buenos Días</i>
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Review	<i>¿Como te llamas? Mucho gusto, Me llamo</i>
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Señora Carnes offers the children cookies . They learn please (*por favor*), yes, please (*sí, por favor*), thank you (*gracias*), excuse me (*permiso/perdón*) as they eat cookies.

Song	<i>por favor</i>	<i>permiso</i>	<i>perdón</i>	<i>gracias</i>
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*Buenos Días
Mucho gusto
Por favor*

Señora Carnes tells them it is time to leave and they all say good bye (*Hasta Luego*).

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to the family. Ask each student to draw a picture of his/her family and label the family members: *el papá, la mamá, el hermano, la hermana, el abuelo, la abuela*.
4. Review *Señor, Señora, Señorita, el niño, la niña*. Show pictures of each and let students tell which word is correct.
5. Do role play situations of greeting and introductions. This could be done in a round robin/circle type game. Do the same with "How are you?" and appropriate responses.
6. Review *por favor, sí, por favor, perdón, permiso, gracias*. Which would be appropriate to use in short role play situations.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Let students create a short skit using greetings, introductions, questions about health, and polite words. Invite another class to watch the skit. If they are not studying Spanish in their class, let your students teach those students how to greet and introduce each other. (Remember, avoid mixing English with target language.)
2. Make a suitcase type folder from construction paper or a center cut manila file folder. Write **First Step Español** on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students' work in this suitcase.
3. Do a tally number chart on brothers and sisters (*los hermanos / las hermanas*).
4. Let each child create a collage of family members and words. Ask them to bring in small pictures that can be duplicated on the copier. Copy one page of pictures per child by overlapping pictures. Let the child cut out the pictures and arrange them on a piece of construction paper with already written copies of family words. Let students take turns presenting their families to the class, speaking Spanish.
5. Discuss the custom of kissing on the cheek in greeting. What other types of physical contact do people do when greeting each other? Talk about the differences within the United States: Eskimos, Hispanics, Native Americans, etc.
6. Señora Carnes is from Ecuador. Find Ecuador on a map of South America. Read about this country and find interesting facts about it to share. (For example: Ecuador is the size of Colorado.)
7. Draw a family tree and label each family member with the appropriate Spanish name. Follow up with an activity that uses words in context. "This is my sister...", "her name is...", "she is ..."

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.

Lesson 2 Welcome to My Home

(Visit in the House, Rooms and Furniture)

Objectives

1. To learn the names of rooms in a house
2. To learn names of pieces of furniture and in what room they would be placed
3. To begin learning color names
4. To learn number words and to count from 1 to 10

Vocabulary

Colors

gray
blue
brown

Los colores

gris (grises)
azul (azules)
café (cafés)

Masculine

blanco (blancos)
negro (negros)
rosado (rosados)

Feminine

blanca (blancas)
negra (negras)
rosada (rosadas)

white
black
pink

Numbers

1 uno
2 dos
3 tres
4 cuatro
5 cinco

Los numeros

6 seis
7 siete
8 ocho
9 nueve
10 diez

house	la casa
kitchen	la cocina
bedroom	el dormitorio (los dormitorios)
garage	el garaje
living room	la sala
dining room	el comedor
bathroom	el baño (los baños)
room	el cuarto (los cuartos)
furniture	los muebles
bed	la cama (las camas)
table	la mesa (las mesas)
chair	la silla (las sillas)
lamp	la lámpara (las lámparas)

What is this? ¿Qué es?
It is ... Es...

Information for the Teacher

Primary grade students often count things to learn numbers. Try to vary this by not always teaching the Spanish words for numbers in a sequential list. Count from 1 to 10, but also count by twos. Show different numbers of things and ask how many. Ask for missing numbers. When you need a certain number of students or things, use the Spanish word instead of the English word. Display the Spanish number words around the room just as you do the English number words. Have students give their phone numbers after they have mastered the numbers.

Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 1.
2. Draw a simple house plan on a piece of poster board. Include the following rooms in the house: living room, dining room, kitchen, bedroom, bathroom, garage. Do not label the rooms but paste or draw pictures of appropriate room furniture in the rooms. Guess what each room is using the furniture in the room as clues.
3. Make cards of other pieces of furniture that can be placed in the rooms. Continue the game with these cards. Tell the students that in today's lesson they will learn about different rooms in a house and the names of pieces of furniture and where they are located in a house.
4. Tell the students that in today's lesson they will learn to count from 1 to 10 and will learn the colors - white, black, gray, brown, blue, pink.
5. Listen to the audio cassette tape of lesson 2 vocabulary words. Explain that some of these are the same words they used in activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

The children are again visiting with Señora Carnes and learning about rooms in a house and the furniture in those rooms. She shows them pictures of rooms in a house and then they play a game with toy furniture and a large house plan. She gives each an item that is appropriate for a particular room and they take it to that room and sit there. She then asks them questions about where each of the children are located in the house.

Visit to the Furniture Store	<i>la silla, la lámpara, la mesa, la cama</i>
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The children help Señora Carnes arrange furniture then she again shows the pictures and asks questions about the number of furniture items in each room.

Los Números	<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>
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Señora Carnes shows the children samples of carpet and they learn the colors...*blanco, negro, gris, azul, café, rosado*

Song <i>el color/ los colores</i>	<i>rosado, café, azul, gris</i>
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They play another game by choosing a piece of furniture and telling what it is and where it should go in the doll house. *la cama - el dormitorio, la mesa - la cocina, la silla - la cocina, el inodoro - el baño*

Song	<i>la casa - la sala, la cocina, el dormitorio, el garaje; la sala - la silla, la cocina - la mesa, el dormitorio - la cama, el garaje - el automóvil</i>
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In a classroom one child pretends to do an activity and the group of children tell in what room that activity would take place,



*la casa
el dormitorio
la lámpara
la silla*

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to the house. Ask each student to draw a floor plan of his/her house and label the rooms in Spanish - *la sala, la cocina, el dormitorio, el comedor, el baño, el garaje*. After practice, encourage students to use the expression "This is the _____ in my house."
4. Review vocabulary words related to furniture. Ask each student to draw a picture of one room in a house and include the appropriate furniture. Label the furniture with the Spanish name.
5. Count and then show different numbers of things from 1 to 10 and ask for the number. Let the students count off from 1 to 10 and then call out a number and everyone with those numbers has to race to an established base. Practice counting out of sequence and use addition, subtraction, and multiplication, depending on grade level.
6. Review color words. Put labels with these words on things in the room that are these colors. Play a game with the colors by asking everyone wearing a specific color to stand up. Practice colors with objects that they are describing.
7. Ask students to cut a certain number or color of tables, cars, etc. from a magazine. Each student could look for a different combination of colors, numbers and items. The pictures could be glued on construction paper and labeled with the correct vocabulary words.
8. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Ask the art teacher to show the use of colors utilized by Hispanic painters.
2. Draw house plans with different rooms labeled. See who can be the most creative with their designs. Label all the rooms and furniture in Spanish.
3. Play "What is it" games with rooms and furniture? ¿Qué es? (What is this?) If plural, ask ¿Qué son? (What are these?) The students would answer *Es* ____ (It is ____) or *Son* ____ (They are ____). Use pictures of rooms and furniture, or use a dollhouse and furniture.
4. Play similar games as was done in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the First Step Español suitcase folders.

Lesson 3

Shopping at the Grocery Store

(Trip to the Grocery Store, Meals at Home)

Objectives

1. To continue learning color names
2. To learn the names of fruits and vegetables
3. To practice counting
4. To learn about meals in Spanish speaking countries

Vocabulary

Colors

green

red

yellow

orange

purple

Los colores

verde (verdes)

Masculine

rojo (rojos)

amarillo (amarillos)

anaranjado (anaranjados)

morado (morados)

Feminine

roja (rojas)

amarilla (amarillas)

anaranjada (anaranjadas)

morada (moradas)

Fruit

apple

orange

banana

grape

La fruta (Las frutas)

la manzana (las manzanas)

la naranja (las naranjas)

la banana (las bananas)

la uva (las uvas)

Vegetables

cabbage

carrots

tomatoes

potatoes

Las legumbres

la col (las coles)

la zanahoria (las zanahorias)

el tomate (los tomates)

la papa (las papas)

Other Food

milk

bread

cheese

coffee

la leche

el pan (los panes)

el queso (los quesos)

el café

Other Words Used

cake

chicken

rice

beef

yuca root

juice

beans

butter

marmalade

avocado

pineapple

plantain

orange juice

la torta

el pollo

el arroz

la carne

la yuca

el jugo

los frijoles

la mantequilla

la mermelada

el aguacate

(los aguacates)

la piña

(las piñas)

el plátano

(los plátanos)

el jugo de naranja

Culture

In this lesson Señora Carnes shares native Ecuadorian meals with the children. Because she is from Ecuador, fruit and yuca root plays an important part in the meals.

The morning meal consists of milk, coffee with lots of sugar, toast, margarine, farmer's cheese, and fresh fruit juice. The midday meal has a vegetable soup, yellow rice with chicken stew, avocado, and pineapple juice. The evening meal consists of white rice with bean stew, stir fried beef and plantain fritter with milk.

Information for the Teacher

Spanish nouns have a gender and therefore the definite article associated with the noun is either masculine or feminine. The article is taught as part of the noun.

Many of the colors also have a masculine and feminine form, therefore the gender of the noun and the color have to agree. For example: the apple is red (*la manzana es roja*) and the tomato is red (*el tomate es rojo*). In English the closest comparison would be with the agreement between masculine and feminine names with pronouns - he/she, him/her, his/hers.

Before Viewing the Video Lesson

1. Review previous vocabulary especially numbers since items at the grocery store will be counted.
2. Tell students that in today's lesson they will learn more colors. Review the other colors learned in the last lesson. What other colors do the students think will be included?
3. If the students were to go to the grocery store on their way home from school, what would they see? In this lesson the students will learn the names of some fruits and vegetables.
4. Listen to the audio cassette tape of lesson 3 vocabulary words. Explain that some of these are the same words they used in activity #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Señora Carnes is returning from the grocery store as the children arrive. As she unloads the groceries she discussed the food and does activities to teach the names of the foods and their colors. She introduces the banana (*la banana*), apple (*la manzana*), grapes (*las uvas*) as she asks whether or not they will float. Then she asks which fruit the children want to eat.

Counting apples	<i>Los números ...las manzanas</i>
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What color is the ...? She teaches the children yellow (*amarillo*), red (*rojo*), green (*verde*), orange (*anaranjado*), purple (*morado*).

Song	<i>Las manzanas</i>
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They continue discussing the color of fruits by asking questions.

At the grocery store	Introduce vegetables and other foods
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A clock indicates meal times and at 7:30 a.m. Señora Carnes gives the children breakfast foods which consists of a very small amount of coffee (*el café*) with lots of sugar (*el azúcar*), bread or toast (*el pan*) with butter (*la mantequilla*) and marmalade (*la mermelada*) or cheese (*el queso*), and orange juice (*el jugo de naranja*) and at 1:00 p.m. a main meal with soup made with vegetable (*las legumbres*) and yuca (*la yuca*) as the first course, pineapple juice (*el jugo de piña*) is served with the second course of chicken (*el pollo*), rice (*el arroz*), and avocado (*el aguacate*).

SONG	<i>Las legumbres</i>
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At 7:00 p.m. for the evening meal Señora Carnes fixes white rice (*el arroz blanco*), beans (*los frijoles*), beef (*la carne*), and plantain (*el plátano*) with milk (*la leche*) and coffee (*el café*) to drink.



la manzana
la leche

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to color from this lesson and lesson two. Use color circles like were used in the lesson to name colors. Add labels to things in the room for these colors. Avoid using words in isolation.
4. Review names of fruits and vegetables. Use color circles to tell what color these fruits and vegetables are. Take the week's lunch menu and replace the names of any known Spanish words for the fruits and vegetables offered at lunch.
5. Discuss the meals as shown in the program. How are they like the meals served in the students' homes and how are they different? What would the students have expected as a "typical" Spanish meal? Many students are familiar with Mexican foods and may think all Spanish-speaking people eat this way. Avoid mixing languages.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Do the fruit floats game that was used in the program. This would be a good time to discuss why some things float and some do not. Why would these types of fruits float? Are the students surprised at any of the things that float and the things that do not float?
2. A Gouin series is an activity used by foreign language teachers where all steps in an activity are given in order. Señora Carnes did this when she made orange juice. Review the section of the video where Señora Carnes motioned for a drink, took an orange, sliced the orange, squeezed the orange, poured the juice into a glass, and drank it.
3. Continue the art activity begun last week using the new colors today.
4. If possible serve some of the dishes shown as part of these meals. Maybe your room mothers would be willing to prepare a typical meal and serve it to your class. Instead of the meal, a tasting party would be fun. Ask each student to bring some-thing that they think is traditionally a food in a Spanish-speaking country. Another alternative is to cook a traditional dish at school using a slow cooker with students bringing the ingredients.
5. Students may be surprised to find that different countries have different kinds of traditional foods. Let your students research the traditional foods of different Spanish-speaking countries. Why do they think there would be differences? Would the climate and geographical location of the country play any role in the types of foods eaten? Are specific foods associated with certain holidays?

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the First Step Español suitcase folders.

Recipe for Chicken Stew:

Chicken quartered	Stir fry onion and tomatoes,
Cilantro	Add chicken and brown.
Onion	Add beer, cilantro and
Tomatoes	some water. Cook on low
1 bottle of beer	heat for one hour.

Recipe for Yellow Rice:

Regular rice with saffron added.
Packages of saffron rice are also available.

Lesson 4

Going to the Doctor

(Trip to the Doctor, Parts of the Body)

Objectives

1. To learn words related to body parts
2. To learn words for people (man, woman, boy, girl, baby)
3. To review colors and numbers

Vocabulary

The Body

mouth

nose

head

face

ear(s)

eye(s)

hand(s)

leg(s)

arm(s)

foot/feet

hair

El cuerpo

la boca

la nariz

la cabeza

la cara

la oreja (las orejas)

el ojo (los ojos)

la mano (las manos)

la pierna (las piernas)

el brazo (los brazos)

el pie (los pies)

el pelo

People

doctor

nurse

man

woman

boy

girl

baby

el doctor

la doctora

la enfermera

el hombre (los hombres)

la mujer (las mujeres)

el niño (los niños)

la niña (las niñas)

el bebé (los bebés) la bebé (las bebés)

Before Viewing the Video Lesson

1. Review colors and numbers since they will again be used in the lesson.
2. If your students would go to the doctor for a check-up what would the doctor examine? Tell the students that today's lesson will include a trip to a doctor and an accident.
3. You could sing and play the Hokie Pokie game to call attention to body parts (use those from the vocabulary list).
4. Listen to the audio cassette tape of lesson 4 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Anna comes in and has her arm in a sling and Band-Aids on her head as the result of a bicycle accident. The other children have been drawing pictures of Señora Carnes and themselves. They talk about their faces and the color of their hair and eyes.

Review	<i>Los Colores</i>
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While in the kitchen having a snack, they talk about the senses and which body part is used for each sense (eyes, ears, nose, mouth and hands). They use the words for the facial features, hands and the senses to answer questions.

Song	<i>los ojos, la nariz, la boca, las orejas, el pelo</i>
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Señor Carnes comes in with their daughter, Lauren, who stays with her mother while he goes to make a telephone call. Anna says her arm hurts. The children play doctor and nurse, give medicine, put on Band-Aids and wraps, etc.

Visit to the doctor for an examination	ears (<i>las orejas</i>), eyes (<i>los ojos</i>), nose (<i>la nariz</i>), mouth (<i>la boca</i>), hand (<i>la mano</i>), arm (<i>el brazo</i>), foot (<i>el pie</i>), leg (<i>la pierna</i>)
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Review of counting	bicycle race pictures
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Señora Carnes shows them silly pictures of people with one eye, three legs, four arms, two mouths, etc. They laugh at the pictures and tell how many of each are in the picture and how many there should be. She then shows a picture of Lauren and the children say Lauren has two eyes, one nose, and one mouth. Señora Carnes says "this baby is perfect!"

Review	<i>el hombre, la mujer, el niño, la niña, la bebé</i>
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la cabeza
la boca

la mano
el pie

la nariz
la oreja

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review the number and color words as was done in the lesson.
4. In the lesson Anna was hurt in a bicycle accident. What was hurt? Review the vocabulary for body parts.
5. Using a drawing of a person, label body parts. You could use one bigger drawing and do this as a class activity with students putting cards with the vocabulary words on them next to each body part. Each student could have a drawing of a body and they could write the word for the proper body part on it.
6. Show pictures of a man, a woman, a boy, a girl, and a baby. Let students match the words and the pictures.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Do a graph of the hair colors and the colors of your students. Use the Spanish words for the colors and count the numbers in Spanish.
2. In the lesson Señora Carnes and the students did an activity related to body parts. Let a student pantomime an activity that involves part of the body (such as brush teeth, wash hands) and the other students give the Spanish name for the part of the body involved.
3. Let the students draw pictures of people and then label them using the vocabulary words for man, woman, boy, girl or baby. This could also be done as a collage of people cut from a magazine with each labeled.
4. Draw silly pictures of people with one eye, three legs, four arms, two mouths. etc. like they did in the program. Give each student a piece of paper with three or four parts of the body listed on it with an arbitrary number for each. (Use Spanish words for numbers and body parts.) They are to draw their picture using these numbers. Share the pictures with the class.
5. Do a Simon Says type game using the parts of the body. *Tóquense las orejas* (Touch the ears). Say the words without doing the action and see if the students can correctly touch the correct part of the body. Give students a chance to be the teacher.

Remember to use the vocabulary words in context as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say La mano, etc. Continue to add to the First Step Español suitcase folder.

Lesson 5 Shopping at the Department Store

(Trip to the Department Store, Clothing)

Objectives

1. To learn words for articles of clothing
2. To relate the article of clothing to the part of the body on which it is worn
3. To learn about the types of clothing worn in Ecuador

Vocabulary

pants	el pantalón (los pantalones)
shirt(s)	la camisa (las camisas)
dress(es)	el vestido (los vestidos)
skirt(s)	la falda (las faldas)
hat(s)	el sombrero (los sombreros)
shorts	el pantalón corto (los pantalones cortos)
tie(s)	la corbata (las corbatas)
shoes(s)	el zapato (los zapatos)
sock(s)	el calcetín (los calcetines)
sweater(s)	el suéter (los suéteres)
T-shirt(s)	la camiseta (las camisetas)
pajamas	el pijama (los pijamas)

Culture

In Ecuador students wear uniforms to school every day. In the cities, most people wear the same kind of clothing as Americans. However in remote mountain towns, women can be seen wearing traditional types of clothing. In the lesson Señora Carnes' sister wears a Saraguro Indian outfit. This outfit has a bright blue skirt and a white blouse which is worn with a necklace that has many rows of multi-colored beads. Since the mountains are cold, the women wear a black wool shawl and a white sombrero.

Before Viewing the Video Lesson

1. Review the vocabulary words from lesson 4 on the parts of the body. Students will need these words in today's lesson. Review colors and numbers, as well as the words for man, woman, boy, girl.
2. What are your students wearing to school today? Tell the students that in today's lesson they will learn the Spanish words for different items of clothing.
3. How many girls are wearing dresses, skirts, pants, or sweaters? How many boys are wearing pants, shirts, sweaters, jeans, or T-shirts? Is anyone wearing his or her pajamas? Is anyone wearing a hat? Count the number wearing these and make graphs on the board for boys and for girls.

5. Where did your students get their clothes? Talk about going shopping for clothes. In today's lesson the students will see a clothing store. Ask them to watch for the things they would buy, if they went shopping. Avoid mixing languages.

6. Listen to the audio cassette tape of lesson 5 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Robin comes in wearing a dressy outfit because she is going to have her picture made. She reviews people by identifying people in a drawing and telling their names. Señora Carnes talks to the children about what they are wearing. (Note: She uses lots of words in this sequence that your students will not recognize. Have them just listen to the words). Janna shows her shoes and Señora Carnes tells about her many, many different pairs of shoes and their colors, even purple.

Los colores	<i>morado, amarillo, azul, negro, blanco, café, verde, rojo, rosado, morado</i>
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In Ecuador's large cities the people dress like the children in the lesson. ss. In the mountains of Ecuador many people dress in traditional dress all of the time, not just for special days. Señora Carnes' sister, Andrea, comes in and shows the children the traditional dress of the Saraguro Indians. She is wearing a blue skirt, rope sandals, a white blouse with many different colors of embroidery work around the neck, a black wool shawl since the mountains are cold, and a white hat.

Shopping	<i>shoes, socks, sweaters, pants, shirts, skirts, hats, dresses</i>
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Counting hats	<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>
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Señora Carnes and the children play a game with clothes and the types of activities for which they are worn. After they look at the different types of clothes, she tells them what to find and were to put it: *Ponte el sombrero en la mano, ponte el zapato en la cabeza.*

Song	The man wants a new tie (<i>la corbata</i>), the woman wants a new dress (<i>el vestido</i>), the boy wants new jeans (<i>el jean</i> or <i>los jeans</i>), the girl wants a skirt (<i>la falda</i>), a shirt (<i>la camisa</i>) and a hat (<i>el sombrero</i>), the baby wants to take off his shoes (<i>los zapatos</i>)
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Los colores	<i>verde, rosado, amarillo, morado, blanco, azul, negro, café</i>
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los zapatos
el sombrero

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary and conversations.

2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson

3. Hold up different items of clothing and ask the students for the correct vocabulary word. You may want to use real clothes, baby clothes, or doll clothes. You could even use a paper doll of a boy and a girl, as well as their clothes. Ask the question, “*Que es?*” as you hold up an item. They would answer, “*Es ____*”.
4. Play a game of who needs each item of clothing. Let the students tell you whether a man (*el hombre*), woman (*la mujer*), boy (*el niño*) or girl (*la niña*) would use the item.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Play the game used in the lesson of putting a clothing item on a part of the body. Do some correctly and some silly as was done in the program
2. If possible, invite natives of different countries to visit your class. Ask them to wear or tell about traditional dress in their country. If they know the significance of the style, colors, etc., ask them to explain this also. A local college may have an international students association that would be able to assist with this activity.
3. Ask the PE teacher to play races with clothes. Use the relay game idea of packing a suitcase and going on vacation. Put three oversize clothing items (shirt, shorts, hat) in each suitcase, put the suitcases at the starting point (home). Runners pick up the suitcase and run to the second point (vacation location). They open the suitcase, put the clothes on as the word is called out in Spanish, close the suitcase, run around the suitcase once, open the suitcase, take off the clothes (others could again call out the Spanish words), put the clothes back into the suitcase and return home with the suitcase. The next team member then does the same process until the entire team has gone on vacation.

Remember to use the vocabulary words in context as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line review vocabulary words in fun ways. Continue to add to the First Step Español suitcase folders.

Lesson 6

Visiting the Farm

(Trip to a Farm, Animals, Pets)

Objectives

1. To learn words related to animals
2. To learn words related to the farm
3. To learn about animals in Spanish-speaking countries

Vocabulary

	Masculine	Feminine
animal(s)	el animal (los animales)	---
cat	el gato (los gatos)	la gata (las gatas)
dog	el perro (los perros)	la perra (las perras)
horse	el caballo (los caballos)	la yegua (las yeguas)
cow	---	la vaca (las vacas)
hen	---	la gallina (las gallinas)
rooster	el gallo (los gallos)	---
pig	el cerdo (los cerdos)	la cerda (las cerdas)
rabbit	el conejo (los conejos)	la coneja (las conejas)
sheep	---	la oveja (las ovejas)
goat	---	la cabra (las cabras)
farm	---	la granja
barn	el granero	
farmer	el granjero (los granjeros)	la granjera (las granjeras)

Culture

Even though animals make the same sounds around the world, the way people imitate those sounds is different. In English the sound a dog makes is called bow-wow, where in Spanish that sound is called guau-guau. In English a rooster says cock-a-doodle-do, where in Spanish it is kikiriki. In English a chicken says cluck-cluck where in Spanish that chicken says co-co-roco.

Information for the Teacher

Please note the difference in the vocabulary words for male and female animals, for example: *el gato* and *la gata* are both words for cat. Some animals have entirely different words for the male and female animal just as we do, for example: hen (*la gallina*) and rooster (*el gallo*).

Before Viewing the Video Lesson

1. Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.
2. Depending on the location of your community, ask your students if they have ever visited a farm. What did they see there? What was different from their homes?
3. Tell the students that in today's lesson they will learn the words for different pets and farm animals. They will also learn the sounds that these animals made. Do animals make different sounds in different countries or are the words for these sounds different?
4. Listen to the audio cassette tape of lesson 6 vocabulary words. Explain that some of these are the same words they used in activities #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

One of the girls brings her cat "Tink" to visit Señora Carnes who asks what color are the cat's eyes (*verde*). The other children have a dog as a pet. Cat is *el gato* or *la gata* (*Tink es la gata*). Dog is *el perro* or *la perra* (*Wishbone es el perro*).

Count drawing of cats	<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>
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Los colores	<i>rojo, amarillo, negro, blanco, rosado, verde, anaranjado, azul, gris, morado, café</i>
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They all go to the living room where a toy farm is sitting on the table. They learn the words for farm (*la granja*), barn (*el granero*) and farmer (*el granjero*). As they pull different stuffed animals from a basket, they learn the words for these animals (cow - *la vaca*, sheep - *la oveja*, chicken - *la gallina*, pig - *el cerdo*, rabbit - *el conejo*, horse - *el caballo*) Where would all of these animals be found? In a house or in a barn?

Video trip to a farm	children running, farmer riding his tractor, geese, cows, sheep, goat, chickens, pony, horse, barn, cat, cow, pig, and horse
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Some children are pantomiming the sounds and motions of animals. As each one finishes his pantomime, other students guess the animal.

Song	<i>el caballo, la vaca, el cerdo</i>
------	--------------------------------------

When we come back to the room, all of the children are asleep. Señora Carnes woke them up by holding up the toy rooster and making his sound. (See Culture about the sounds animals make)

Song	<i>el gato, la vaca, la oveja, la gallina, el caballo, el perro</i>
------	---

In a classroom, an older student is reading a big book that the students wrote to some younger students.
--



*el gato
el perro
el caballo
la vaca
el cerdo
el conejo
las ovejas*

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to animals. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of "I like..."
4. Review vocabulary words related to the farm. A toy farm such as the one on the program could be used. Ask if the different animals would be found on a farm.
5. In the program some children are pantomiming the sounds and motions of animals. As each one finishes his pantomime, other students guess the animal. Let students do this game.
6. Using the pictures, toys or stuffed animals from activity #2, let students tell the color of each animal. For example: *El conejo es blanco* (the rabbit is white).
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in Spanish.

Supplemental Activities

1. Use appropriate activities for lesson #6 on the CD Rom.
2. This would be a good time to introduce a science unit on animals. All of these animals were pets or farm animals.
3. Let students make a collage of farm animals or a three-dimensional diorama showing where the farm animals live.
4. Ask the art teacher to let students make paper mache or clay animals. Be sure the students are able to tell the art teacher the name of their animal in Spanish.
5. There are songs about animals that could be done in music. "Señor Gato the Cat" is one that children enjoy that has a Spanish flavor to it.

Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible.. Continue to add the First Step Español suitcase folders.

Lesson 7

Visiting in the School

(School items and Classes)

Objectives

1. To learn words related to school
2. To learn words for school supplies
3. To learn about school in a Spanish-speaking country

Vocabulary

school	la escuela	
crayon(s)	la crayola (las crayolas)	
glue	la goma	
paper(s)	el papel (los papeles)	
flag(s)	la bandera (las banderas)	
book(s)	el libro (los libros)	
scissors	la tijera (las tijeras)	
pencil(s)	el lápiz (los lápices)	
ruler(s)	la regla (las reglas)	
map(s)	el mapa (los mapas)	
blackboard(s)	la pizarra (las pizarras)	
student(s)	el estudiante (los estudiantes)	la estudiante (las estudiantes)
teacher	el maestro (los maestros)	la maestra (las maestras)
chair(s)	la silla (las sillas)	
table(s)	la mesa (las mesas)	
backpack(s)	la mochila (las mochilas)	

Culture

In Spain school starts early in the morning and ends around 5 p.m. There is a long break for lunch from 1:00 p.m. to 3:00 p.m. and students go home to eat. They have two or three weeks of vacation at Christmas and one week at Easter. They normally have 2 1/2 months off from school in the summer. In June, the schools shut at lunch time because it is too hot in the afternoon for classes. All children between the ages of 6 and 16 must go to school at either a school that is run by the government or to a private school.

In Ecuador, as in many other countries, students wear uniforms to school at schools run by the government as well as at private schools. Everyone that can afford to goes to a private school.

Before Viewing the Video Lesson

1. Tell your students to watch and listen carefully as you get out a book bag and put ten different school supply items in the book bag. Tell them the name of the item as you put it in the book bag. Use the following items (colors can be changed or not used if this is too much for your students to remember) a yellow pencil, a purple crayon, white paper, a green book, scissors, a brown ruler, a pink eraser, white glue, a flag and a map. Close the book bag and put it on the table. Ask the students to number 1 through 10 on a piece of paper and to write all the items that you put into the book bag. Give them an appropriate amount of time to do so then pull out the items one by one and check the lists.
2. Tell them that in today's lesson they will be learning words related to school. Do they think the items they used will be seen in the program? Ask them to watch for these items.
3. What do they think school would be like in a Spanish-speaking country? Tell them that school in Spain is very different from school in some South American countries. Ask them to listen as Señora Carnes tells about school in Ecuador.
4. Discuss uniforms at schools especially if your students do not wear uniforms. Do they think it would be a good idea or not? If this is a controversial issue in your community, you may want to avoid this discussion.
5. Listen to the audio cassette tape of lesson 7 vocabulary words. Explain that some of these are the same words they used in activity #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide

Description of the Video Lesson

The children come in from school with their book bags. They are all tired and just sit down. Señora Carnes talks to them about school in Ecuador and shows them a school uniform. She pretends that she is a very strict teacher as is most teachers in South America. The students should stand to attention when she comes in. She tells them:

Atención clase! Párense! - Attention class! Stand up!

Siéntense! - Sit down!

Escuchen! - Listen!

Silencio! - Silence!

Levanten la mano! - Raise your hand!

Count books	<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>
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Señora Carnes shows a book bag from Ecuador which is very colorful. They show her things in their book bag and she tells them the name of the item (*el lápiz* - pencil, *el borrador* - eraser, *la regla* - ruler, *la crayola* - crayon). She calls out something and they look for it. Then she tells them an action and asks if you use this item or that item to do the action.

¿Con qué dibujo, con el lápiz o con la regla? (What do I draw with? A pencil or a ruler?)

¿Con qué pinto, con los crayones o con el borrador? (What do I color with? Crayons or an eraser?)

¿Con qué mido, con la regla o con el lápiz? (What do I measure with? A ruler or a pencil?)

¿Con qué borro, con los crayones o con el borrador? (What do I erase with? A crayon or an eraser?)

They talk about scissors and cutting paper, then they play the scissors cut paper, rock breaks scissors, and paper covers rock hand game. “Piedra, papel tijera, uno, dos, tres.”

The school day activities	Beginning with a school bus arriving at school, we see students going to class, eating lunch and doing school work
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Review	<i>la bandera, la pizarra, el mapa, el libro, el papel, el lápiz, las tijeras, las crayolas, las reglas</i>
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Señora Carnes uses a blackboard (*la pizarra*) and asks the students to draw a cat (*dibuje un gato*), erase the nose (*borre la nariz del gato con el borrador*), color the eyes (*pinte los ojos del gato verde con la crayolas*), and measure the face (*mide el gato con la regla*).

Song	At school with <i>el estudiante</i> -student, <i>la maestra</i> -teacher, <i>el lápiz</i> -pencil, <i>la escuela</i> -school, <i>las sillas</i> - chairs
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Señora Carnes shows them the flag of Ecuador and they name the colors. Then they use a large drawn map of South America with school items in each country. She asks in what country is ____?

Count school supplies - <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>
--



el libro
el mapa

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review the vocabulary words related to school and school supplies. Hold up different items and ask *¿Qué es?* (What is this?) The students would answer *Es _____* (It is _____). If plural, ask *¿Qué son?* (What are these?) The students would answer *Son _____*.
4. Use the book bag and items from introductory activity # 1 again. Pull one item out at a time and ask for the Spanish word. Count the items. Encourage expressions like “I have” or “There is”.
5. Do the activity that Señora Carnes did with the students as to what do you use to erase, measure, write, color, etc. You can just do the activity rather than using the verbs to describe the activity.

6. Play a game with the school supplies from the vocabulary list (like putting them in a bag where students can't see them). Without looking at the item, the student must identify it just by feeling it and then tell the Spanish word for the item. Practice expressions like "I have a _____."
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

Supplemental Activities

1. Make a large map of South America drawing only the country outlines. Do the activity that Señora Carnes did in the lesson using the map. Where is the _____ and the students name the country it is in?
2. Play the rock/ scissors/ paper game that was done in the lesson. *Piedra, papel tijera, uno, dos, tres.*
3. Make flags of the different Spanish-speaking countries. Display them in the classroom with a map of the country.
4. Label all possible items in the classroom with the Spanish word.
5. If your school does not require uniforms, have a uniform day in your class. Ask all students to wear the same or similar clothes. Discuss what this feels like, using expressions "I like..." or "I don't like."

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the First Step Español suitcase folder.

Lesson 8 Walking through the Community

(Buildings and people in the Community)

Objectives

1. To learn words related to towns and buildings in the town
2. To learn about the stores and shops in Spanish towns
3. To learn about Spanish towns

Vocabulary

school	la escuela (las escuelas)
restaurant	el restaurante (los restaurantes)
store	la tienda (las tiendas)
cinema	el cine (los cines)
bookstore	la librería (las librerías)
library	la biblioteca (las bibliotecas)
hospital	el hospital (los hospitales)
hotel	el hotel (los hoteles)
pharmacy	la farmacia (las farmacias)
church	la iglesia (las iglesias)
museum	el museo (los museos)
coffee shop	el café
supermarket	el supermercado (los supermercados)
bank	el banco (los bancos)
post office	el correo
bakery	la pastelería (las pastelerías)
letter	la carta
money	el dinero
house	la casa (las casas)
market	el mercado (los mercados)

Culture

Many smaller Spanish towns and villages are built around a square (*la plaza*). The church is usually on the square as is the town hall and shops. The church is very important in the life of the people, therefore, it has a prominent place on the square. There are shops where the people can buy the things they need. There is usually a supermarket as well as markets where fresh fruits and vegetables are sold. There is a bakery and a pastry shop and sometimes even a meat market.

In Latin America people can buy groceries either at the supermarkets, which are almost identical to American supermarkets or at the outdoor markets which are like farmer's markets in the United States. Most outdoor markets are run by native people, who are sometimes called Indians. The majority of the people shop at the open air markets in Latin America. Only people with money shop at the supermarkets.

Information for the Teacher

One major difference in language to point out to the students is that *la librería* is the Spanish word for bookstore. The Spanish word for library is *la biblioteca*. This seems opposite to the English words and can cause confusion.

Before Viewing the Video Lesson

1. Review previous vocabulary words. In this lesson the words learned relate to food, clothing and counting and they will be used in context.
2. Talk about the stores and buildings in your community. Do you live in a large city or a smaller town? Even if you live in a large city there are probably many different stores and service buildings that are located in your neighborhood. Use a smaller area as the “town” you discuss. What types of building are found in your “town”? Why are they located where they are? Are they convenient to where the people live? Can people get all the things they need near their homes?
3. Tell the students that in this lesson they will see the types of building in a smaller Spanish town. They will learn the words for these buildings and their purpose. Listen for familiar sounding words and see if they mean what we think they should mean.
4. Show some money from a Spanish-speaking country. You can get international money through banks in the United States. You can also buy play money from foreign language educational supply stores. Discuss the differences in the foreign currency and the American currency as to size, color, etc. If you live near a major airport, you may be able to get foreign currency at the money exchange counter.
5. Talk about the differences between grocery shopping in Latin America and in the United States.
6. Listen to the audio cassette tape of lesson 8 vocabulary words. Explain that some of these are the same words they used in activity #2. You may choose to give the students a copy of this lesson’s vocabulary words found at the back of the teacher’s guide.

Description of the Video Lesson

Señora Carnes shows the children a letter from her mother in Ecuador. She has a drawing of her town that she uses to show the children the different buildings in her town. Her mother had to go to the post office (*el correo*) to mail the letter. The town is built around a town square and the church (*la iglesia*) is at the center of the square. The church has a large bell rings when there are services in the church. The flag is seen at the school (*la escuela*). There is a library (*la biblioteca*) with lots of books, a hospital (*el hospital*) and a bank (*el banco*) that has lots of money. One child asks in English the question “what is?” and Señora Carnes corrects her with the Spanish “¿Qué es?”

Count money	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos, uno
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The children have some money. When you are hungry, where do you go? If you want coffee to drink, you would go to the coffee shop (*el café*); if you want a meal, you would go to a restaurant (*el restaurante*); but if you want a pastry, you would go to the bakery (*la*

pastelería). Señora Carnes asks the children what they want to buy and then she tells them where they would buy it.

Where would you go if you wanted to buy clothes (*la ropa*)?...*la tienda*

Where would you go if you wanted to buy books (*libros*)?...*la librería* (You **borrow** books from *la biblioteca* and you **buy** books at *la librería*)

Where would you go if you wanted a banana?...*el supermercado o el mercado* (At *el supermercado* you usually buy all types of food as well as cleansers, packaged foods, etc., you only buy fresh food like fruits and vegetables from *el mercado*).

Through the community toy store, card shop, hotel, hospital, fire station, police department	bakery, shoe shop, florist, restaurant, library, bank,
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Señora Carnes asks the children if they would like to go to the cinema (*el cine*) or to the museum (*el museo*). Jenny chooses the popcorn to represent the cinema and Emily chooses the pottery to represent the museum. Brian is bending over and grabbing his stomach. Emily goes to get medicine as if from the pharmacy (*la farmacia*) and gives it to Brian who gets better quickly and wants to go to the bakery (*la pastelería*).

SONG	Walking through the community: <i>el cine, el café, la farmacia, el banco, la biblioteca, la iglesia, la escuela, el museo.</i>
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Spanish and South American dancers are seen at the International Festival and the Latino Festival which are held each year. Men, women and children are seen in traditional costumes.

Review	<i>el pan, los zapatos, el perro, el color rojo</i>
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el café
la librería
el supermercado

el cine
la farmacia
la pastelería

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center following viewing the video lesson
3. Review the vocabulary words related to the shops and buildings in a Spanish town. Ask questions about these stores and what is sold at each.
4. Draw a map of your community or of a small Spanish town. Label the buildings with the Spanish words. This would be a good opportunity to review map making skills while reviewing the vocabulary.
5. Count money as was done in the program. Use Spanish play money that you purchase or draw and copy for students to use. Use this money to purchase objects from imaginary stores.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Build a Spanish village using boxes or draw the buildings and tape the papers together to form the village. Several students could work together and be responsible for the different buildings. One group could create the town square and another group could lay out the roads in the towns and get things ready for the buildings. Once this village is completed, let students give tours of the town to each other or to other classes. Let them pretend that they are tour guides for the town hall and are showing tourists around their town.
2. The lesson began with Señora Carnes showing a letter from her mother in Ecuador. Let students pretend they are writing a letter telling about a shopping trip which they are planning. Tie this activity into a language arts activity on writing letters.
3. Learn Spanish dances. The PE or Music teachers may be able to help with this activity. Spanish music is available at music stores and other stores that sell video tapes.

Remember to use the vocabulary words in context as much as possible in class during the next week. Add words and materials to the First Step Español suitcase folder.

Lesson 9

Celebrating Holidays

(Calendar, Weather, Seasons)

Objectives

1. To learn the days of the week
2. To learn the different seasons and the weather during those seasons
3. To learn about the difference in the calendar and the seasons in South America
4. To learn about celebrations and holidays

Vocabulary

Monday	el lunes
Tuesday	el martes
Wednesday	el miércoles
Thursday	el jueves
Friday	el viernes
Saturday	el sábado
Sunday	el domingo

What day is today?	¿Qué día es hoy?
Today is...	Hoy es el...

Seasons	Las estaciones
spring	la primavera
fall	el otoño
summer	el verano
winter	el invierno

What's the weather like	¿Qué tiempo hace?
It's cold	hace frío
It's hot	hace calor
It's sunny	hace sol
It's raining	llueve
It's windy	hace viento

Culture

In South America, Christmas is celebrated in similar ways as it is in the United States. On December 24 the family gathers together and decorates a tree. That evening around 7:00 p.m. the family has a big meal together with lots and lots of food. The typical Christmas meal in Ecuador consists of roasted turkey, stuffing, rice, potato salad and fruit cake. After the meal the children put their shoes under the tree and go to sleep. Papá Noel comes and brings presents which he puts on the shoes. When the children wake up the next morning on Christmas Day, they all shout *Feliz Navidad!*

Information for the Teacher

Monday is the first day of the week in many other countries around the world. Their calendars begin with Monday as the first day. This is true in Spanish-speaking countries.

Before Viewing the Video Lesson

1. Ask your students what day is today? Ask them to name the days of the week. What day do they begin with when they are reciting the days of the week? Tell them that in today's lesson they will learn the days of the week in Spanish. Ask them to listen carefully for something different about the days of the week besides their names. (Note: Monday is the first day of the week on the Spanish calendar.)
2. Ask your students to name the seasons of the year. What season are you in now? Write the names of the seasons on the board and ask students to tell you one word that they think of when they think about each season. List these also.
3. Talk about holidays that are celebrated in your community. Some are celebrated all over the world, some are just celebrated in the United States, and some may just be celebrated in your community. Tell which holidays would fall in each of the above categories and why?
4. Listen to the audio cassette tape of lesson 9 vocabulary words. Explain that some of these are the same words they used in activity #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide

Description of the Video Lesson

Señora Carnes greets the children at the door. Emily is happy because she is going on vacation. When she is asked when they are going, Emily says they are going on Friday (*Viernes*). Señora Carnes gets the calendar and shows them the days of the week (*lunes, martes, miércoles, jueves, viernes, sábado, domingo*). She explains that Monday is the first day of the week in Spanish-speaking countries and is therefore the first day on the calendar.

She then asks the children what is their favorite day of the week. Brian says Saturday (*sábado*) since there is no school. Grayson says Wednesday (*miércoles*) since she likes school. Monica says Tuesday (*martes*) because of soccer, and Emily says Friday (*viernes*) since that is when she is going on vacation. Señora Carnes says her favorite day is Monday (*lunes*) since Lauren was born on Monday.

Song	Days of the week, What day were you born? What is your favorite day?
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The children have drawn pictures of the different seasons. They talk about their favorite season, what happens during that season, and what the weather is like then. Emily's favorite season is summer (*el verano*) because you can go swimming and on vacation. In summer the weather is hot (*hace calor*). Brian's favorite season is winter (*el invierno*) because he likes snow and building snowmen. In winter the weather is cold (*hace frío*). Señora Carnes explains that when it is summer in North America, it is winter in South America because of the way the sun reaches the different hemispheres. Grayson's favorite season is fall (*el otoño*) and in her picture she has drawn different colors of leaves. The weather in the fall is windy so that it blows the leaves off the trees. Monica's favorite season is spring (*la primavera*) because of the flowers. In spring it's rainy (*llueve*) to make the flowers grow.

Review

la primavera, el verano, el otoño, el invierno

Señora Carnes asks about the weather during the different seasons and then talks about the kinds of clothes that are worn in each season. Each of the children has appropriate clothes on for his or her favorite season and models the clothes as he or she tells about the season. This is review of clothing from lesson #5.

Holidays in North America

Christmas, Valentines Day, Easter, the Fourth of July, Halloween and Thanksgiving

Señora Carnes tells the children about the celebration of Christmas in South America. All of the family gathers together on December 24 (*Nochebuena el 24 de Diciembre*) and puts up a tree and decorates it. Around 7:00 p.m. there is a big meal with lots and lots of food. The children put their shoes under the tree and go to sleep. Papa Noel comes and brings presents which he puts on the shoes. When the children wake up the next morning on Christmas Day, they all shout *Feliz Navidad!*



lunes
martes
miércoles
jueves

viernes
sábado
domingo

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson
3. Review the vocabulary words for the days of the week. The students should learn the names of the days of the week in Spanish and use them as much as possible in context.
4. Talk about the Spanish calendar and emphasize that Monday is the first day of the week. Make a calendar with Monday as the first day and use it in class all week. Let them write their homework assignments on a calendar with the Spanish names for the days. They can then show off their new vocabulary at home.
5. In the lesson Señora Carnes asked the children what is their favorite season. Ask your students the same question in Spanish and let them write simple sentences in Spanish about their favorite seasons and then illustrate them.
6. Compare the celebration of Christmas in South America to the celebration of this holiday in the United States. Your students may have different ways they celebrate the holiday based on their family's nationality, religion, and traditions.
7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Do a weather chart and track the weather on one of the calendars made as a part of follow-up activity #4. Begin a science unit on weather or seasons.
2. Discuss why the seasons would be different in South America and North America. Use a globe and shine a flashlight on the earth so that North America gets the most light. Tell the students to pretend that the flashlight is the sun therefore what season would it be in North America and why? If North America was hot from the sunlight, what would South America be like? Since there is less sun then South America would be colder and what would the season be there? Use the word hemispheres to discuss the differences in these areas. Reverse the angle of the sun and ask the questions again.
3. How are holidays celebrated around the world? Let your students do research in the media center. Ask parents or natives of other countries to visit the class to tell about their special holidays. Have some of these celebrations if possible.
4. In one of the lesson's songs, a child's favorite day was the day he/she was born. Ask the students on what day were they born?. They will probably have to ask or you can provide a multiyear calendar or calendars for the years that your students would have been born so they can look up the day of the week. Read the poem "Monday's Child" to the students after they have found the day of the week on which they were born. Do any of the things fit your students or is it just a nice poem?
5. Ask the music teacher to teach the students the song "*Feliz Navidad*" by José Feliciano. Sing it together.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in Spanish what day is today (Qué día es hoy?) and they should answer with Hoy es el

_____.

Lesson 10

A Birthday Picnic

(Nature, Sports, Birthday)

Objectives

1. To learn words related to parks, nature and having fun
2. To learn words related to sports
3. To learn about celebrations in Spanish-speaking countries
4. To learn about sports in Spanish-speaking countries

Vocabulary

Birthday party	la fiesta de cumpleaños
cake	la torta
candles	las velas
How old are you?	¿Cuántos años tienes?
I'm years old	Tengo ... años
flower	la flor (las flores)
tree	el árbol (los árboles)
sun	el sol
picnic	el picnic
sports	los deportes
football	el fútbol americano
soccer	el fútbol
basketball	el basketball or el baloncesto
baseball	el béisbol
tennis	el tenis
bicycle	la bicicleta
tricycle	el triciclo

Culture

Soccer is the most important sport in Spanish-speaking countries. It could be considered the national game, just like baseball is in the United States. The World Cup and other international soccer matches are major sources of national loyalty throughout the world. Soccer players are considered role models and heroes just as sports figures are in this country. However, in Dominican Republic and Cuba, baseball is the most popular sport. Most of the baseball players with Spanish names playing in the major and minor leagues come from these countries.

The piñata is a traditional party favor in Mexico and South America. The piñata is made of wrapped paper and is colorfully decorated to resemble an animal or other design. The inside is hollow so candy and small toys can be added. The children take turns trying to hit the piñata and break it. Since they are blindfolded and turned around several times before they start hitting at the piñata, it is fun to watch them try to find the piñata. Usually the piñata is tied to a rope and can be raised and lowered by an adult while the children are playing. When the piñata breaks, everyone scrambles to get the candy. The original piñatas

were made out of clay. Even today, there are many towns in Mexico where they still use clay piñatas.

Information for the Teacher

The Spanish word for soccer is *el fútbol*. Students may be confused since it is so similar for our word football. Football, as we know it, is called *el fútbol americano*.

Before Viewing the Video Lesson

1. Tell the students that this is the last program in the First Step Español series. Review with them the things they have learned this year. Use the First Step Español suitcase folder for this review. The students will probably be very surprised at all they have learned.
2. Ask the students how old they are. What do they think would be the ideal birthday party? Tell them that in today's lesson it is Grayson's birthday and her friends are giving her a surprise birthday picnic in Señora Carnes' living room. Ask the students to listen for birthday words.
3. What are your students' favorite sports? Do a poll and create a graph on the board. Leave this up for a follow-up activity.
4. Listen to the audio cassette tape of lesson 10 vocabulary words. Explain that some of these are the same words they used in activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Today is Grayson's birthday and Señora Carnes is making her a birthday cake. The other children are helping, but Kevin is trying to eat the icing. They talk about how old Grayson will be. Señora Carnes asks the other children how old they are (*¿Cuántos años tienes?*) They reply by saying I am ____ years old (*Tengo años*). The other children are all ten years old and they ask Señora Carnes how old she is. She tries 10 plus 10 plus 10, then says it is a secret.

Children answering the question	How old are you?
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Kevin has the idea to have a birthday picnic in the park for Grayson's party but they decide to fix up the living room as if it was the park and have the picnic there. They put a blanket on the floor, have gifts and balloons, and even make a tree to put in the park. When Grayson comes in they all hide and say *¡Sorpresa! Feliz Cumpleaños*. Grayson is surprised especially at the idea of a picnic. They put ten candles on the birthday cake and light them. They all sing, and Señora Carnes tells Grayson to close her eyes and make a wish, then open her eyes and blow out the candles.

Bikes are everywhere	<i>la bicicleta and el triciclo</i>
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They are eating cake and then they give Grayson her presents. She gets some chocolates, a book and pencil, a china dog, and some flowers. Then Señora Carnes tells them that they have to have a piñata at a birthday party. Everyone is very excited and tries to break the piñata.

In the park

Families have fun together: flying kites, playing Frisbee, playing, running and rolling in the grass

After the picnic Señora Carnes asks the children what are their favorite sports. They like riding bikes, basketball, baseball, American football, and soccer. She explains that soccer is called *el fútbol* in Spanish-speaking countries and that football as we know it is called *el fútbol americano*. Soccer is extremely popular in South American countries. The children get up and play soccer. Emily makes a goal and says *Gol, Sí Gol*.

Review

*el fútbol, el futbol americano, el basketball
or el baloncesto, el béisbol, el tenis*



*el fútbol
el fútbol americano
el baloncesto
el béisbol
la bicicleta*

Follow-up Activities

1. Use the First Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Who had a birthday party in the program? What kind of party was it? Review the words related to a birthday party. *Feliz Cumpleaños* is Happy Birthday in Spanish.
4. Discuss in Spanish the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to Spanish names for those sports.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer throughout the world. Ask them to talk about some of the players who are known the world over. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing the Happy Birthday song as it is done in Spanish-speaking countries. Listen to Spanish music and talk about the rhythm and the types of instruments used.
4. Have a party to celebrate learning Spanish. Use a piñata as a part of the celebration. It may be best to hang the piñata from a basketball goal in the gym and let someone raise and lower it as students hit at it. This would make the activity last longer and hopefully give

everyone a chance before the piñata is broken. Have Spanish foods as part of the celebration and afterwards play a game of soccer.

Conclusion

Your students have just taken their first step in learning a second language. Everyone is so proud when a baby makes the first step, do the same with this first step in learning Spanish. Plan some type of activity or program to share what your students have learned with other classes and with their parents. Everyone should be very proud of what they have learned and feel comfortable with hearing the Spanish language being spoken. They will be able to recognize and say many different words and some sentences. As your students continue in their study of Spanish with **Next Step Español** they will start using the words in more sentences and will add verbs and adjectives to their sentences.

Remember to review the vocabulary words as much as possible in class during the rest of the year. Encourage the students to use the language. Give them many different opportunities to experience the language even after you have finished viewing the lessons in First Step Español.

Vocabulary

Good Morning
Hello
Good Bye

Mr.
Mrs.
Miss

What is your name?
My name is...
Nice to meet you

Yes
No
Please
Yes, please
Excuse me
Thank you
You're welcome

How are you?
Very well
So, so
Not well

The family
Mom
Dad
Brother
Sister
Grandfather
Grandmother
Boy
Girl

South America

Lesson 1

Buenos Dias
Hola
Hasta Luego/Ciao

Señor
Señora
Señorita

¿Cómo te llamas?
Me llamo...
Mucho gusto

Sí
No
Por favor
Sí, por favor
Perdón, Permiso
Gracias
De nada

¿Cómo estás?
Muy bien
Así, así
Mal

La familia
la mamá
el papá
el hermano (los hermanos)
la hermana (las hermanas)
el abuelo (los abuelos)
la abuelas (las abuelas)
el niño (los niños)
la niña (las niñas)

Sudamérica

Vocabulary

Lesson 2

Colors

gray
blue
brown

Los colores

gris (grises)
azul (azules)
café (cafés)

white
black
pink

Masculine

blanco (blancos)
negro (negros)
rosado (rosados)

Feminine

blanca (blancas)
negra (negras)
rosada (rosadas)

Numbers

1 uno
2 dos
3 tres
4 cuatro
5 cinco

Los numeros

6 seis
7 siete
8 ocho
9 nueve
10 diez

house	la casa
kitchen	la cocina
bedroom	el dormitorio (los dormitorios)
garage	el garaje
living room	la sala
dining room	el comedor
bathroom	el baño (los baños)
room	el cuarto (los cuartos)
furniture	los muebles
bed	la cama (las camas)
table	la mesa (las mesas)
chair	la silla (las sillas)
lamp	la lámpara (las lámparas)

What is this?
It is ...

¿Qué es?
Es...

Vocabulary

Lesson 3

Colors

green

Los colores

verde (verdes)

red

yellow

orange

purple

Masculine

rojo (rojos)

amarillo (amarillos)

anaranjado (anaranjados)

morado (morados)

Feminine

roja (rojas)

amarilla (amarillas)

anaranjada (anaranjadas)

morada (moradas)

Fruit

apple

orange

banana

grape

La fruta (Las frutas)

la manzana (las manzanas)

la naranja (las naranjas)

la banana (las bananas)

la uva (las uvas)

Vegetables

cabbage

carrots

tomatoes

potatoes

Las legumbres

la col (las coles)

la zanahoria (las zanahorias)

el tomate (los tomates)

la papa (las papas)

Other Food

milk

bread

cheese

coffee

la leche

el pan (los panes)

el queso (los quesos)

el café

Other Words Used

cakes

chicken

rice

beef

yuca root

juice

beans

butterla mantequilla

marmalade la mermelada

avocado el aguacate

(los aguacates)

pineapple la piña

(las piñas)

plantain el plátano

(los plátanos)

orange juice el jugo de naranja

Vocabulary

Lesson 4

The Body

El cuerpo

mouth	la boca
nose	la nariz
head	la cabeza
face	la cara
ear(s)	la oreja (las orejas)
eye(s)	el ojo (los ojos)
hand(s)	la mano (las manos)
leg(s)	la pierna (las piernas)
arm(s)	el brazo (los brazos)
foot/feet	el pie (los pies)
hair	el pelo

People

doctor	el doctor	la doctora
nurse	la enfermera	
man	el hombre (los hombres)	
woman	la mujer (las mujeres)	
boy	el niño (los niños)	
girl	la niña (las niñas)	
baby	el bebé (los bebés)	la bebé (las bebés)

Vocabulary

Lesson 5

pants	el pantalón (los pantalones)
shirt(s)	la camisa (las camisas)
dress(es)	el vestido (los vestidos)
skirt(s)	la falda (las faldas)
hat(s)	el sombrero (los sombreros)
shorts	el pantalón corto (los pantalones cortos)
tie(s)	la corbata (las corbatas)
shoes(s)	el zapato (los zapatos)
sock(s)	el calcetín (los calcetines)
sweater(s)	el suéter (los suéteres)
T-shirt(s)	la camiseta (los camisetas)
pajamas	el pijama (los pijamas)

Vocabulary

Lesson 6

	Masculine	Feminine
animal(s)	el animal (los animales)	---
cat	el gato (los gatos)	la gata (las gatas)
dog	el perro (los perros)	la perra (las perras)
horse	el caballo (los caballos)	la yegua (las yeguas)
cow	---	la vaca (las vacas)
hen	---	la gallina (las gallinas)
rooster	el gallo (los gallos)	---
pig	el cerdo (los cerdos)	la cerda (las cerdas)
rabbit	el conejo (los conejos)	la coneja (las conejas)
sheep	---	la oveja (las ovejas)
goat	---	la cabra (las cabras)
farm	---	la granja
barn	el granero	
farmer	el granjero (los granjeros)	la granjera (las granjeras)

Vocabulary

Lesson 7

school	la escuela
crayon(s)	la crayola (las crayolas)
glue	la goma
paper(s)	el papel (los papeles)
flag(s)	la bandera (las banderas)
book(s)	el libro (los libros)
scissors	la tijera (las tijeras)
pencil(s)	el lápiz (los lápices)
ruler(s)	la regla (las reglas)
map(s)	el mapa (los mapas)
blackboard(s)	la pizarra (las pizarras)
student(s)	el estudiante (los estudiantes) la estudiante (las estudiantes)
teacher	el maestro (los maestros) la maestra (las maestras)
chair(s)	la silla (las sillas)
table(s)	la mesa (las mesas)
backpack(s)	la mochila (las mochilas)

Vocabulary

Lesson 8

school	la escuela (las escuelas)
restaurant	el restaurante (los restaurantes)
store	la tienda (las tiendas)
cinema	el cine (los cines)
bookstore	la librería (las librerías)
library	la biblioteca (las bibliotecas)
hospital	el hospital (los hospitales)
hotel	el hotel (los hoteles)
pharmacy	la farmacia (las farmacias)
church	la iglesia (las iglesias)
museum	el museo (los museos)
coffee shop	el café
supermarket	el supermercado (los supermercados)
bank	el banco (los bancos)
post office	el correo
bakery	la pastelería (las pastelerías)
letter	la carta
money	el dinero
house	la casa (las casas)
market	el mercado (los mercados)

Vocabulary

Lesson 9

Monday	el lunes
Tuesday	el martes
Wednesday	el miércoles
Thursday	el jueves
Friday	el viernes
Saturday	el sábado
Sunday	el domingo

What day is today?	¿Qué día es hoy?
Today is...	Hoy es el...

Seasons	Las estaciones
spring	la primavera
fall	el otoño
summer	el verano
winter	el invierno

What's the weather like?	¿Qué tiempo hace?
It's cold	hace frío
It's hot	hace calor
It's sunny	hace sol
It's raining	llueve
It's windy	hace viento

Vocabulary

Lesson 10

Birthday party	la fiesta de cumpleaños
cake	la torta
candles	las velas
How old are you?	¿Cuántos años tienes?
I'm years old	Tengo ... años
flower	la flor (las flores)
tree	el árbol (los árboles)
sun	el sol
picnic	el picnic
sports	los deportes
football	el fútbol americano
soccer	el fútbol
basketball	el basketball or el baloncesto
baseball	el béisbol
tennis	el tenis
bicycle	la bicicleta
tricycle	el triciclo